



## Indiana ESEA Flexibility Waiver Resources Guide for Parents of High Ability Students



- **What is the Elementary and Secondary Education Act (ESEA) Flexibility Waiver?**
  - The US Department of Education has allowed states to request flexibility regarding specific requirements of the No Child Left Behind Act (2001) in exchange for rigorous and comprehensive State-developed plans.
  - These plans are designed to improve educational outcomes for ALL students, including English learners, students with disabilities, and High Ability students to close achievement gaps, increase equity, and improve the quality of instruction.
  - States, local public schools (school corporations and charter schools) gain flexibility to better focus on improving student learning and increasing the quality of instruction.
- **Principle 1-College and-and-Career Ready Standards**
  - 2014-Indiana Academic Standards for English/Language Arts and Mathematics (2014) are adopted
  - The new 2014 standards are used for instruction with ALL students, including students with disabilities, English learners, and high ability students.
  - Links to standards: <http://www.doe.in.gov/standards>
  - Resources: <http://www.doe.in.gov/standards/special-populations-students>
- **Principle 1: College-and-Career Ready Expectations for All Students**
  - Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth
  - Per the ESEA Flexibility Waiver, states must administer assessments based on standards deemed college-and-career ready by the spring of 2015.
  - Resources for High Ability:
    - Indiana Association for the Gifted: <http://www.iag-online.org/page17/>

- Indiana Association for the Gifted Parent Guide to High Ability Education and Advocacy: <http://www.iag-online.org/resources/IAG-Parent-Guide-12-11.pdf>
- National Association for Gifted Children: <http://www.nagc.org/resources-publications/resources-parents>

- **Principle 2: State-Developed Differentiated Recognition, Accountability, and Support**

- Develop and implement a State-based system of differentiated recognition, accountability, and support
- Set ambitious but achievable annual measurable objectives
- Reward Schools, Priority schools, Focus Schools
- Provide incentives and supports for other Title I schools
- Build SEA, LEA, and school capacity to improve student learning

**Principle 3: Supporting Effective Instruction and Leadership** [www.doe.in.gov/evaluations](http://www.doe.in.gov/evaluations)

- Develop and adopt guidelines for local teacher and principal evaluation and support systems
- Ensure LEAs implement teacher and principal evaluation and support systems